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ABSTRACT

These guidelines for initial programs for library media specialists were prepared by the American Association of School Libraries (AASL) for the American Library Association (ALA), and approved by the National Council for the Accreditation of Teacher Education (NCATE) in September 1988. Institutions seeking NCATE accreditation are required to respond to the curriculum sections of AASL's guidelines as adapted for this document, if their on-site visits are scheduled for Fall 1992 and afterwards. A general statement of program objectives for the preparation of a school library media specialist includes the following: (1) the program builds up a broad general education background and includes professional studies in teacher education; (2) the curriculum prepares candidates to participate in the broader world of information services; (3) the curriculum is sequentially organized to build on previous experiences and understandings, and provides sound research and theory to guide professional practice; (4) the curriculum prepares candidates to locate and use professional literature and encourages participation in professional organizations; and (5) the curriculum addresses ethical issues in working with learners, their families, and co-workers. Brief explanations are provided of professional competencies that students should master in the areas of professionalism, communication, organization, administration, instructional leadership, and access. Instructions for preparing the review folio, sample items from a completed matrix, and a copy of the guidelines and matrix are included. (SD)

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NCATE-APPROVED CURRICULUM GUIDELINES

Initial Programs for the School Library Media Specialist

Prepared by
American Association of School Librarians/
American Library Association (AASL/ALA)

These guidelines for initial programs for library media specialists were approved by NCATE in September 1988. Institutions must respond to these guidelines if their on-site visits are scheduled for Fall 1992 and afterwards. Institutions with visits scheduled prior to Fall 1992 have the option of responding to these guidelines.

Institutions seeking NCATE accreditation are required to respond to the curriculum sections of AASL's guidelines as adapted for this document. The full set of standards, *Curriculum Guidelines for the School Library Media Specialist Basic Preparation* (1988), can be purchased for $10 from ALA, 50 East Huron Street, Chicago, IL 60611.

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INTRODUCTION

Whether for instructional purposes or for personal growth and development, today's learner needs easy access to current, accurate, and quality information. In order to plan and deliver quality instruction to learners with a variety of learning styles and needs, today's teachers need access to a broad range of print, graphic, and audiovisual resources and communication technologies.

School library media specialists are information providers who can help guarantee a rich flow of resources to the instructional program. School library media specialists are instructional consultants, and they can assist teachers in designing instruction and producing resources to meet learning needs of students. School library media specialists can provide leadership in developing and implementing a program to integrate learning and information skills into the curriculum. School library media specialists who are also certificated teachers have a specific teaching role in the school. This teaching role is one best described as a partnership role with the classroom teacher in the teaching of critical thinking skills and the processes of identifying, locating, retrieving, and using information. Their role in the reading program, best described as cooperative, is crucial for they coordinate the development of the library media center collection, and they provide leadership in the development and implementation of a reading, listening, and viewing guidance program.

These guidelines prepared by the American Association of School Librarians (AASL) for the American Library Association (ALA) will serve individuals, teacher education institutions, local and state education and library agencies, professional organizations, private and corporate educational and social agencies, and the general public in understanding and evaluating the educational preparation of school library media specialists.

The guidelines are based on research in the field, expert opinion, and accepted best practices in the field. The developers of the guidelines used a variety of documents published by AASL and certification guidelines from selected states. Throughout the development of these guidelines, the task force preparing this document attempted to fulfill the basic recommendations of the school library media profession's most recent statement of national guidelines: *Information Power: Guidelines for School Library Media Programs.*

This document includes a general statement of program objectives that describes the preparation of a building level school library media specialist. A statement of professional competencies that the student should master in the program is followed by instructions for preparing the review folio, including a completed sample of the matrix.

Program Objectives

A. The school library media education program builds upon a broad general education background and includes professional studies in teacher education. General education provides knowledge and understanding of the librarl arts, humanities, and social, biological, and physical sciences.

B. The curriculum prepares candidates to participate in the broader world of information services, including professional working relationships with personnel in academic, public, and special libraries and other information agencies.

C. The school library media education curriculum is sequentially organized to build on previous experiences and understandings. The curriculum provides sound research and theory to guide professional practice. Candidates are introduced to the school library media field shortly after entry into the program. A variety of supervised field experiences in school library media centers is offered throughout the program to relate theory with practice. Observation of learners and teachers in library media settings accompanies relevant study. This is followed by on-site practice, and culminates in formal field experience. Field experiences should be planned to meet a student's individual needs and shouid reflect the finest in library media practice.

D. The curriculum prepares candidates to locate and use professional literature and encourages affiliation and participation in organziations that provide ideas and information.

E. The curriculum addresses ethical issues in working with learners and their families and co-workers. The curriculum prepares candidates to work effectively in a culturally diverse society.

Curriculum Components

A curriculum to prepare school library media professionals must take into account that the library media specialist is a manager who has, in addition, three specific roles in the development and implementation of a library media program: (1) information provider, (2) consultant, and (3) teacher. These three roles are a composite of the following specific functions that must be reflected in the coursework and activities.

A. *Professionalism.* Professionalism embraces both the benefits and the responsibilities of belonging to a profession. Instructional and modeling efforts should be directed toward instilling in students not only knowledge of behavior but also responsibility for developing a positive attitude toward active participation in professional organizations and activities. Participation in professional activities includes behaving in an ethical manner, contributing toward the advancement of the profession, and continuing personal professional growth.

B. *Communication.* School library media specialists have a knowledge of and the ability to apply effective communication techniques. In applying these techniques, library media specialists respond to individual and group needs of both students and teachers in ways that promote the teaching and learning process. Library media specialists also must be prepared to maintain and encourage open communication channels with school administration, parents, civic and social organizations and agencies, and general community members.

C. *Organization.* Using organizational skills, school library media specialists develop building level collections of resources, provide easy access to those resources, and create bibliographic records to ensure their future availability. Acquiring information, however, goes beyond those resources that are added to the building level media center collection and includes identifying and using external information access points such as public and academic libraries, data base providers and other information agencies, networks, and other community resources outside the individual school building.

D. *Administration.* Administration describes the management role of the school library media specialists. In this role, professionals plan and evaluate school library media programs using sound management principles for establishing goals and objectives for a library media program that is consonant with the overall educational goals of the school, for dealing with personnel, and for organizing learning resources and facilities.

E. *Instructional Leadership.* Instructional leadership defines the educational role of the school library media specialist. In this role, professionals are instructional consultants and instructional designers. They articulate a curriculum for information management skills, and they are team teachers in that information curriculum.

F. *Access.* The curriculum must also reflect a commitment to the concept of access. The concept of access permeates the articulation of competencies in this document. Access as it relates to school library media programs is multi-dimensional. The dimensions included are physical access, intellectual freedom, and the privacy and rights of the school library media center users. Instructional efforts related to this concept should be measured in terms of both knowledge gained and attitudes exhibited.

INSTRUCTIONS FOR COMPLETING THIS FOLIO

An institution with a library media specialist program may choose to respond to these guidelines *and/or* the guidelines from the Association for Educational Communications and Technology (AECT). Use the following matrix to report evidence of compliance with the AASL/ALA guidelines. If the space provided is not sufficient, attach supplementary pages. The curriculum folio submitted to NCATE must include all of the items listed on the cover sheet that follows this page. An incomplete folio may be returned to the institution.

Five (5) copies of the curriculum folio must be sent to NCATE with the institution's preconditions package according to the following schedule:

- o Fall 1990 visits by May 15, 1989
- o Spring 1991 visits by October 1, 1989
- o Fall 1991 visits by April 1, 1990
- o Spring 1992 visits by October 1, 1990

If there are any questions about these guidelines or submission of this folio, please contact either the AASL or NCATE office.

SAMPLE MATRIX

Competency		Course Number of Activity and Evidence of Compliance
2.4	Maintains an active interest in and contributes to appropriate local, state, regional, and national professional associations and publications.	600A, 623, Field Experience Speakers from associations; Student attendance at conferences; Subsidized student attendance at conferences; Lectures; Preparing publishable materials individually or with faculty; Promote association membership and journal subscriptions.
3.4	Maintain an effective public relations program that communicates to the school board, students, teachers ...	623, 659, Field Experience Lecture; Examination of sample newsletters to faculty, parents, students; Write sample PR material for local and school newspapers; Participate or initiate in school-based activities during field expereince; Closed circuit TV programs.
7.4	Selects appropriate circulation systems.	623, 628 Field trips to sites with automated systems; Vendors; Write a paper comparing available systems; Conference exhibit attendance.

COVER SHEET
American Association of School Librarians/
American Library Association

SUBMITTED BY _____
(Name of College/University)

_____
(Address)

_____

DATE _____

CHIEF COMPILER _____

PHONE NUMBER OF COMPILER _____

Check level of initial program offered:

_____Bachelor's
_____Post Bachelor's
_____Master's
_____Endorsement Only

Checklist of Materials to be enclosed with this folio:

_____ Overview and scope, including the following:

_____ (1) Objectives of the program.
_____ (2) Students' courses of studies, including exact courses and sequences taken by semester. Indicate all required courses in the specialty area.
_____ (3) Descriptions of field experiences, student teaching, and internships. Include the amount of time and the type of supervision.
_____ (4) Explanation of how the program may deviate from the guidelines.
_____ (5) Description of where the program is located within the professional education unit and its interrelationships with other programs in the unit and the university/college.
_____ (6) List of faculty with primary assignments in the school library media program. Provide rank, responsibilities, and tenure status. (Do not send vitae.)
_____ (7) Number of graduates from the program(s) at different levels over the past three years.

_____ Matrix for Initial Preparation Program

_____ Current catalog

_____ Course description and syllabi for all courses listed on the matrix. Include syllabi when courses meet a number of the competencies on the matrix and when course descriptions do not clearly show that the competency is not met.

_____ Optional Items (Please List)

_____

_____

_____

	Competency	Course Number of Activity and Evidence of Compliance
1.0	Professional studies in teacher education provide an understanding of the principles and methods of teaching and learning and candidates meet appropriate state certification requirements for teaching.	
2.0	*Professionalism:* The ability to demonstrate a commitment to personal professional growth is shown by candidates who can:	
	2.1 Exhibit comprehension of the role of the library in a democratic society and the interrelationships of all types of libraries and information agencies.	
	2.2 Work independently and collectively to advocate and promote opportunities to improve the profession.	
	2.3 Engage in continuous self-evaluation and self-directed learning for professional growth.	
	2.4 Maintain an active interest in and contribute to appropriate local, state, regional, and national professional associations and publications.	
	2.5 Demonstrate a commitment to promoting intellectual freedom.	
	2.6 Exhibit ethical behavior.	

	Competency	Course Number of Activity and Evidence of Compliance
	2.7 Subscribe to the importance of cooperation and networking among libraries and other information agencies in meeting the information needs of participants in a democratic society.	
	2.8 Identify legislation and policy at the local, state, and national levels that affects the development of the school library media program.	
3.0	*Communications and Group Dynamics:* The ability to communicate effectively with students, staff, administration, and the general public is shown by candidates who can: 3.1 Maintain an appropriate teaching and learning environment in the school library media center.	
	3.2 Practice effective interpersonal relationships within the school community and communicate regularly and purposefully to further school goals and relate media program needs and accomplishments.	
	3.3 Listen and respond to information requests in a manner that encourages further inquiry.	
	3.4 Maintain an effective public relations program that communicates to the school board, students, teachers, administrative staff, parents, and the general public the vital contribution of the school library media program to learning.	

	Competency	Course Number of Activity and Evidence of Compliance
4.0	*Collection Management:* The ability to apply basic principles of evaluating and selecting resources and equipment to build and maintain a resource collection that includes both internal holdings and external information access points to support the educational goals of the school is shown by candidates who can:	
	4.1 Develop, implement, monitor, and revise selection policies and procedures at the district level and collection development policies in the school.	
	4.2 Identify and apply criteria appropriate for evaluating resources of all formats and at all grade levels and accompanying equipment.	
	4.3 Evaluate both internal holdings and external information access points to coordinate the selection of appropriate resources to meet the goals and objectives of the school.	
	4.4 Establish an acquisitions process that assures appropriate resources will be available when needed.	
	4.5 Use appropriate techniques for evaluating and selecting resources (e.g., on-site preview, use of reviews, and bibliographic aids).	
	4.6 Evaluate resources produced by teachers and students for inclusion in the internal holdings of the library media center.	
	4.7 Apply systematic techniques in maintaining internal holdings relevant to the personal developmental needs of students, professional needs of teachers, and the curriculum of the school.	

	Competency	Course Number of Activity and Evidence of Compliance
5.0	*Collection Management:* The ability to apply basic principles of evaluating and selecting resources to support the personal, developmental, and curriculum needs of students and the instructional development needs of teachers is shown by candidates who can:	
	5.1 Reflect the school's philosophy, curriculum and instructional objectives in the selection of resources.	
	5.2 Develop a partnership with teachers to ensure that the evaluation and selection process provides curriculum-related resources appropriate to learner characteristics such as various abilities, interests, needs, and learning styles.	
	5.3 Ensure that the evaluation and selection process provides curriculum-related resources that reflect teaching styles and instructional strategies.	
	5.4 Recognize the characteristics unique to each information format and select items according to their specific constribution to learning objectives.	
6.0	*Collection Management:* The ability to help faculty and students design and produce resources is shown by candidates who can:	
	6.1 Apply criteria for determining the appropriateness of producing local resources as opposed to selecting commercially produced resources.	
	6.2 Apply basic principles of instructional design in producing media for specified learning objectives.	

Competency		Course Number of Activity and Evidence of Compliance
7.0	*Organization:* The ability to implement policies and procedures for effective and efficient acquisition, cataloging, processing, circulating, and maintaining equipment and resources to ensure access is shown by candidates who can: 7.1 Coordinate the acquisition process for resources, equipment, and supplies.	
	7.2 Implement standardized procedures for classifying, cataloguing, and processing resources for the internal holdings collection.	
	7.3 Organize and maintain current bibliographic records.	
	7.4 Select appropriate circulation systems.	
	7.5 Implement and evaluate circulation policies and procedures based on needs of users.	
	7.6 Implement procedures for ongoing inventory and maintenance of resources and equipment.	
8.0	*Administration:* The ability to develop, implement, and evaluate school library media programs to meet educational goals, including the management of personnel, resources, and facilities is shown by candidates who can: 8.1 Work with teachers, administrators, and other library media professionals to establish media program goals that are an integral part of the educational program in the school and district.	

Competency	Course Number of Activity and Evidence of Compliance
8.2 Develop annual and long-range plans with teachers, administrators, and other library media professionals to meet the goals of a comprehensive school library media program and communicate them.	
8.3 Apply effective management principles to the administration of the school library media program.	
8.4 Design, establish and communicate policies and procedures for the implementation of an effective school library media program.	
8.5 Prepare, justify and administer the school library media program budget based on instructional program needs.	
8.6 Participate in planning, arranging, and using school library media facilities to support the instructional program.	
8.7 Assign, instruct, supervise, and evaluate clerks, technicians, volunteers, and student assistants.	
8.8 Advocate, initiate, and implement formal and informal agreements providing for increased availability and accessibility of information through resource sharing.	
8.9 Work with teachers, administrators, and other library media professionals to evaluate the effect of the overall school library media program on the instructional program.	

Competency	Course Number of Activity and Evidence of Compliance
8.10 Apply appropriate research findings for the improvement of the school library media program.	
8.11 Conduct action research to assist in the development and implementation of an exemplary school library media program.	
8.12 Assess existing and emerging technologies for management applications.	
8.13 Facilitate the efforts of the school library media advisory committee that includes administrators, teachers, students, parents, and other representatives of the community.	
8.14 Participate in school-wide instructional leadership efforts.	
9.0 *Instructional Leadership:* The ability to provide leadership and assistance to faculty and students in the teaching and learning process is shown by candidates who can: 9.1 Participate, as an educational partner, in the curriculum development process at both the building and district levels.	
9.2 Recommend strategies and creative uses of resources.	
9.3 Provide activities and opportunities for enabling students to assume responsibility for planning, undertaking, and assuming independent learning.	

Competency	Course Number of Activity and Evidence of Compliance
9.4 Provide specific information and resources in response to information needs identified in the curriculum development process.	
9.5 Motivate and guide students in the development of reading, listening, and viewing competencies, including critical thinking skills, for lifelong learning.	
9.6 Motivate and guide students in the development of appreciation for literature.	
9.7 Participate in the evaluation and modification of teaching-learning design and in the evaluation of student mastery.	
9.8 Assist students and teachers in retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information and ideas.	
9.9 Motivate and promote the design of production activities to assist in the development of skills for analyzing, evaluating, and synthesizing, and communicate information.	
9.10 Assess existing and emerging technologies for possible applications to the instructional program.	
9.11 Plan and implement staff development activities to increase competence in locating, using, and producing resources for teaching.	

Competency	Course, Number of Activity and Evidence of Compliance
9.12 Develop, advocate, and implement a curriculum-integrated information skills component.	
10.0 *Access:* The ability to develop a school library media program dedicated to providing access to information and ideas is shown by candidates who can:	
10.1 Develop and monitor selection policies and review procedures that ensure unrestricted access to information and ideas needed in a democratic society.	
10.2 Provide for a timely and fair hearing for expressed concerns about school library media resources.	
10.3 Enhance accessibility to all types of resources and equipment by identifying, evaluating, establishing, and using delivery systems to retrieve information in all formats.	
10.4 Apply the copyright law and guidelines and interpret them to the school's publics.	
10.5 Communicate concepts presented in basic access documents, including, but not limited to, Library Bill of Rights, Access to Resources and Services in the School Library Media Program, PL 94-142, Student's Right to Read.	
10.6 Identify and select appropriate external information access points.	
10.7 Protect confidentiality and ensure information security as well as the rights of users.	

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